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ABSTRACT

This booklet provides suggestions for possible sources of information for each of the student performance indicators listed in the National Center on Educational Outcomes' conceptual model for students in fourth grade, including students with disabilities. The model has eight outcome domains, each with several outcomes and indicators of outcomes. For each of the 59 indicators, several possible sources of information are listed. The eight outcome domains are: (1) presence and participation; (2) family involvement/accommodation and adaptation; (3) physical health; (4) responsibility and independence; (5) contribution and citizenship; (6) academic and functional literacy; (7) personal and social adjustment; and (8) satisfaction. Typical sources of information suggested are school or district statistics, attendance records, club membership rosters, work schedules of support staff, parent interviews, health screenings, teacher observations, test performance, student interviews, and student focus groups. (Contains 13 references.) (DB)

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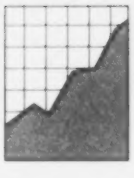
Possible Sources of Data for Grade 4 Indicators



NATIONAL CENTER ON EDUCATIONAL OUTCOMES

EC 304496

The College of Education and Human Development UNIVERSITY OF MINNESOTA

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August, 1995

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The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Using Outcomes and Indicators

As an educator you can't ignore the public's growing desire to know what the results of education are for all of America's students. But you may be asking yourself "Where do I begin?" The National Center on Educational Outcome (NCEO) agrees that educational results are important and knows that finding the data to answer questions about results can be difficult. That's why NCEO has been working to help you get the information you need to get started.

After first developing a conceptual model of educational outcomes, NCEO produced the publication *Educational Outcomes and Indicators for Grade 4*. This document explains the model (see Figure 1, page 2), along with specific outcomes and indicators of those outcomes for the 4th grade level.

By using outcomes and indicators like those in NCEO's grade 4 model, you can make data-based decisions about your educational system. You can also have goals that will increase progress toward desired outcomes. But first, you need to identify where you will get the information for each indicator. This easy-to-follow booklet will help you obtain the information you need.

Using This Booklet

In this booklet, which is a companion piece to *Educational Outcomes and Indicators for Grade 4*, you will find suggestions for possible sources of information for each of the 59 indicators listed in the conceptual model. As Figure 2 (page 3) indicates, each of the eight outcome domains (represented by diamonds) has several outcomes (circles) and indicators (triangles) of those outcomes.

As you read through this booklet, you will find that the information follows the order of outcome domains and outcomes presented in Figure 3 (pages 4 and 5). Indicators and possible sources of information are listed for each outcome (A1 to H3). For example, outcome A1 of Presence and Participation has three indicators: A1a, A1b, and A1c. Each of these indicators has at least five sources of information that can be used to get a measure of the degree that students are present and participate in school.

NCEO wants you, along with state department and school district personnel, to use this booklet as a resource when developing a system to document indicators of educational outcomes for all students, including those with disabilities.

Documents listing sources of data are also available for models of educational outcomes and indicators at the early childhood levels (*Possible Sources of Data for Early Childhood (Age 3)* and *Possible Sources of Data for Early Childhood (Age 6)*), school completion level (*Possible Sources of Data for School Completion Indicators*), and post-school level (*Possible Sources of Data for Post-School Level Indicators*). An additional sources of data document will soon be published as a companion piece for *Educational Outcomes and Indicators for Grade 8*.

For information on these and other helpful publications, turn to page 33.

Conceptual Model of Domains and Outcomes

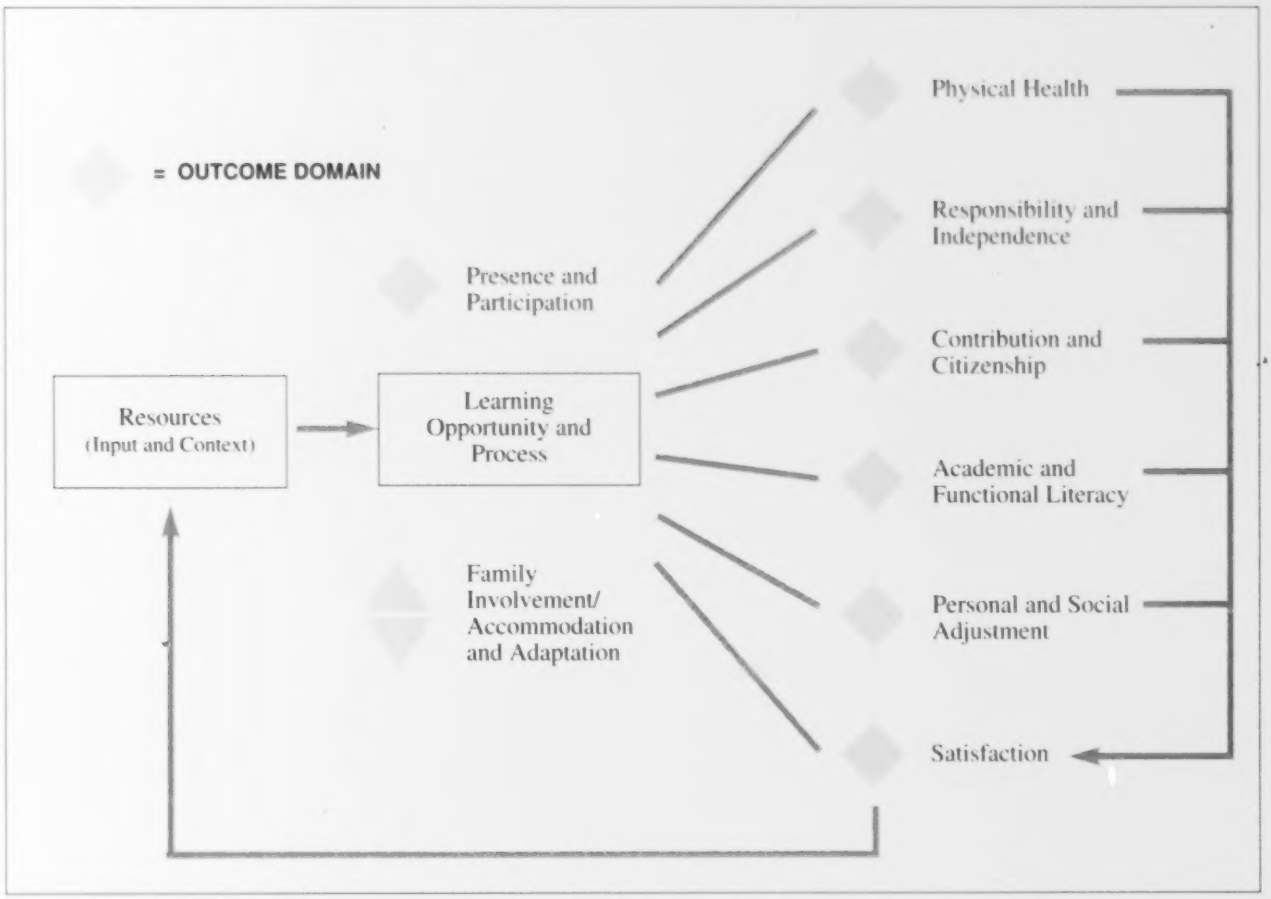

Figure 1. Conceptual Model of Educational Outcomes for Grade 4

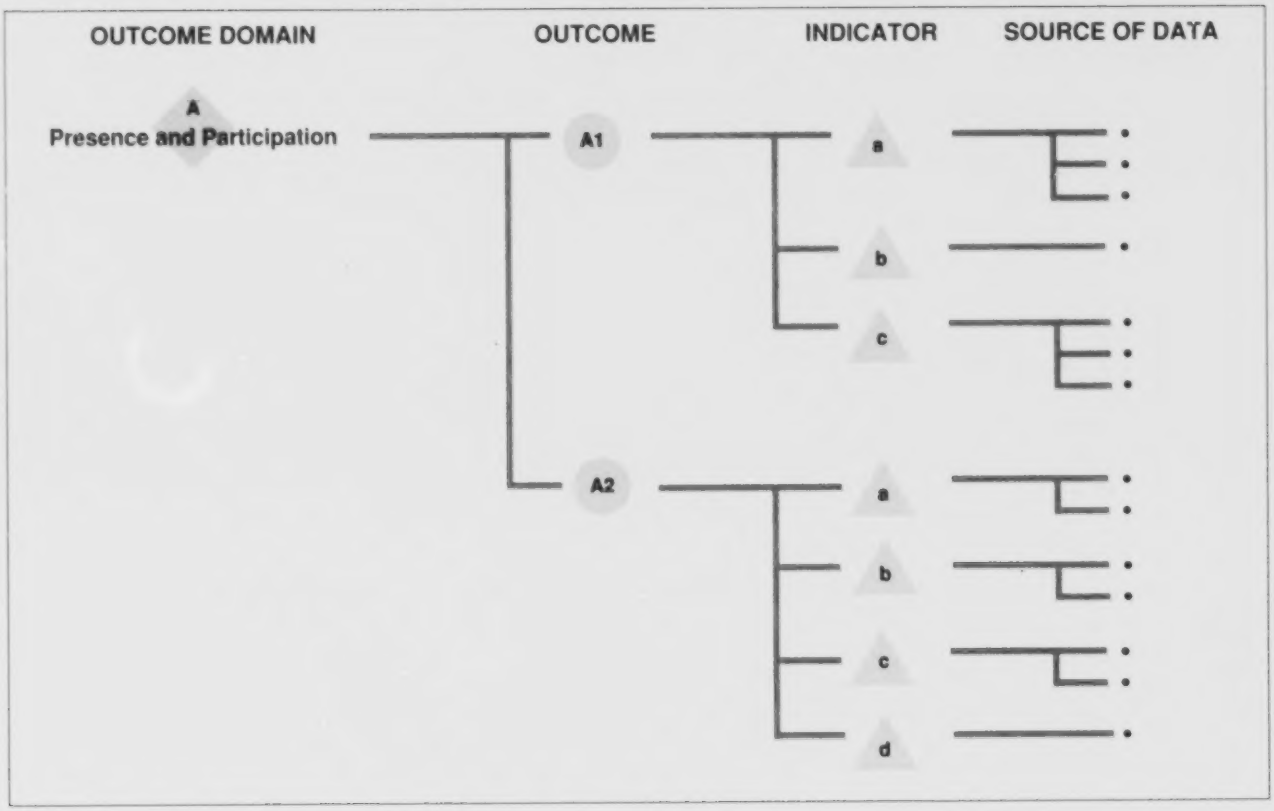

Figure 2. NCEO's Model of Outcomes, Indicators, and Sources of Data

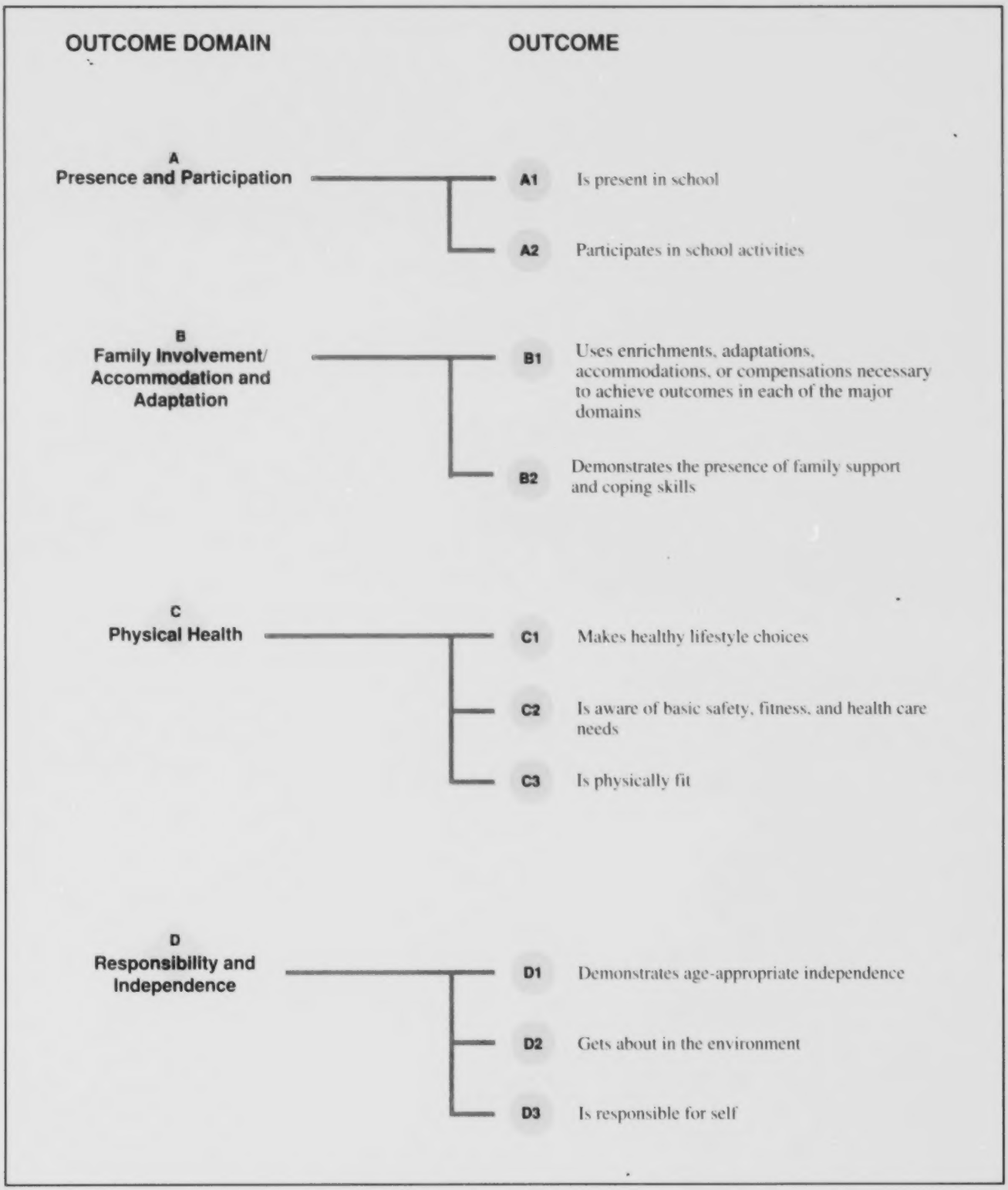

Figure 3. Outcome Domains and Outcomes for Grade 4

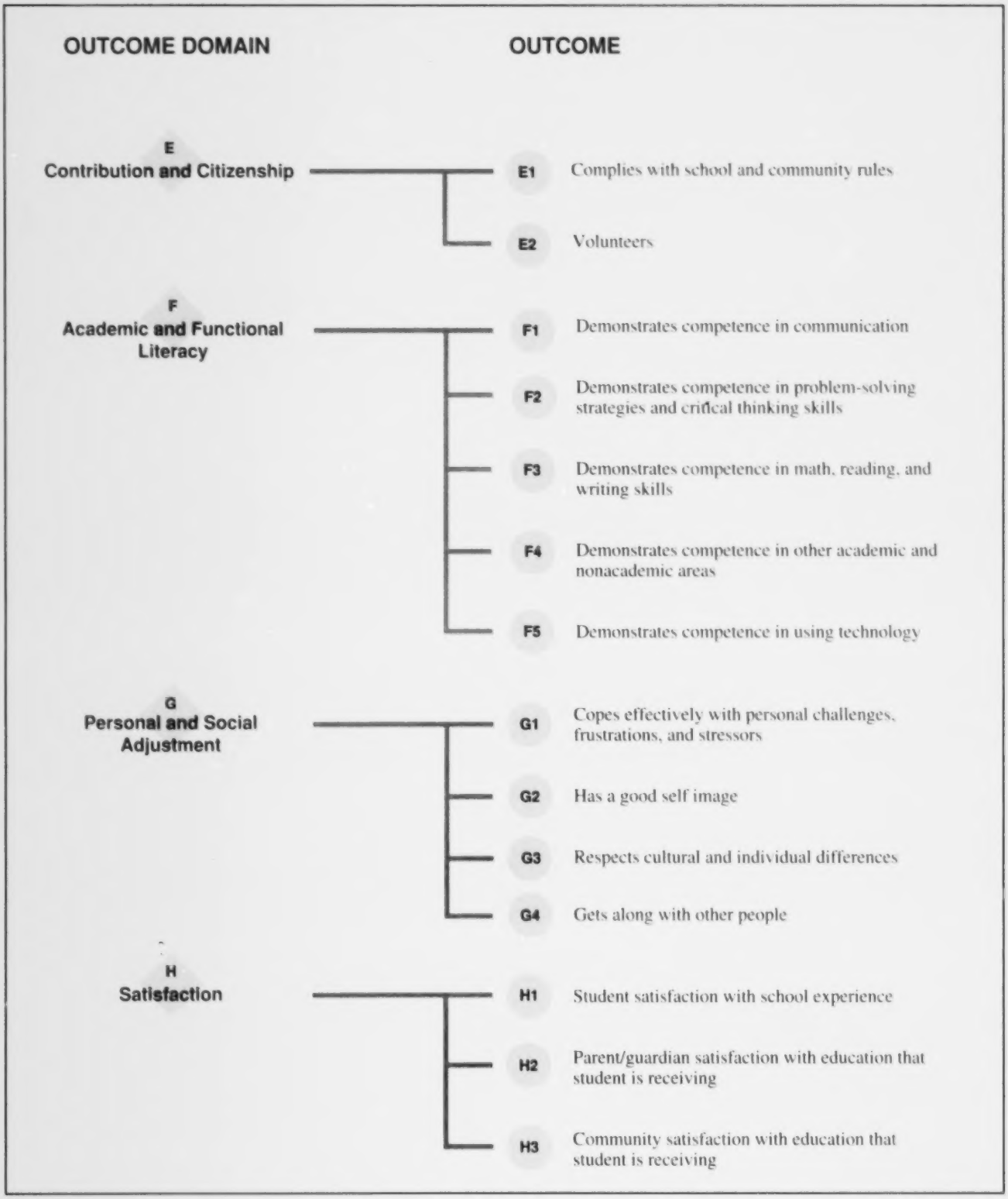

Figure 3., continued

= OUTCOME

= INDICATOR

A DOMAIN

Presence and Participation

● = POSSIBLE SOURCES OF INFORMATION

A1 Is present in school

A1a Rate of absenteeism during school year (differentiated for reasons of suspension, medical/health, truancy and other)

- School or district statistics
- Selected items from the 1993 *National Household Education Survey* on absenteeism, suspension and expulsion
- Selected items from the *National Assessment on Educational Progress* on absenteeism
- School attendance records
- Student medical records (consent required)
- Number of students suspended

A1b Percent of students excluded from their typical school placement

- School or district statistics
- Selected items from the 1993 *National Household Education Survey* on school placement
- State education department records or annual state reports to U.S. Office of Special Education Programs
- Number of students expelled
- Data on the average length of all school suspensions and expulsions

A1c Percent of students attending specific settings (for example, separate schools, residential settings, homebound)

- School or district statistics
- Selected items on programs and practices from the biennial *Elementary and Secondary School Survey* (conducted by the U.S. Department of Education's Office of Civil Rights)
- Data from the Office of Special Education and Rehabilitative Services, U.S. Department of Education
- District special education records
- District records of open enrollment patterns
- Private school enrollment records

= OUTCOME

= INDICATOR

A DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A2 **Participates in school activities**

A2a **Percent of time students participate actively in a variety of meaningful learning activities and routines in general education classrooms**

- School or district statistics
- Weekly probe analysis of lesson plans to measure range and average of different planned activities
- Teacher ratings of active student participation
- Systematic observations of students for active and passive participation
- Participation rates in project fairs
- Rates of homework completion

A2b **Percent of time students participate actively in extracurricular activities during school year**

- Attendance records of student-sponsored events
- Membership rosters in school clubs
- Transportation records
- Parent/guardian or student interview/survey

A2c **Percent of students who participate in district, state, and national testing programs (including alternative testing programs)**

- Testing records from local schools or districts, state departments of education, and relevant national agencies
- Number of students tested compared to student enrollment
- Survey/interview of building principal, school psychologist, or special education staff

A2d **Percent of students who move between school settings during the year (mobility rate)**

- District enrollment records, indicating transfers to other schools within the district and to other districts

= OUTCOME

= INDICATOR

B
DOMAIN

Family Involvement/ Accommodation and Adaptation

● = POSSIBLE SOURCES OF INFORMATION

B1 **Uses enrichments, adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains**

B1a **Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to get around in their environments**

- Relevant information on enrichments, adaptations, or accommodations within Individual Education Programs (IEPs)
- Student contracts, performance records, or portfolios
- Attendance records of local community facilities
- Work schedules or logs of related service personnel or support staff
- Parent/guardian or student interview/survey
- Teacher survey or observations

B1b **Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to communicate**

- School testing records
- Relevant information on enrichments, adaptations, or accommodations within IEPs
- Student exhibitions, contracts, performance records, or portfolios
- Work schedules or logs of related service personnel or support staff
- Parent/guardian or student interview/survey
- Teacher survey or observations

B1c **Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to read (or receive information from materials usually printed) and/or perform other academic skills**

- School testing records
- Relevant information on enrichments, adaptations, or accommodations within IEPs
- Student exhibitions, contracts, performance records, or portfolios
- Work schedules or logs of related service personnel or support staff
- Parent/guardian or student interview/survey
- Teacher survey or observations

B
DOMAIN

Family Involvement/ Accommodation and Adaptation

B1 **Uses enrichments, adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains, continued**

B1d **Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to participate in activities in home, school, and community environments**

- School testing records
- Relevant information on enrichments, adaptations, or accommodations within IEPs
- Student exhibitions, contracts, performance records, or portfolios
- Work schedules or logs of related service personnel or support staff
- Parent/guardian or student interview/survey
- Teacher survey or observations

B1e **Percent of students who demonstrate successful enrichments, adaptations, accommodations, or compensation skills required to manage personal needs in home, school, and community environments**

- School testing records
- Relevant information on enrichments, adaptations, or accommodations within IEPs
- Student exhibitions, contracts, performance records, or portfolios
- Work schedules or logs of related service personnel or support staff
- Parent/guardian or student interview/survey
- Teacher survey or observations

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

B
DOMAIN

Family Involvement/ Accommodation and Adaptation

B2 **Demonstrates the presence of family support and coping skills**

B2a **Percent of families using community resources and programs needed by students**

- School district records of program participation
- Attendance or service records from community agencies or programs
- Appointment records of school counselors or building principals
- Parent/guardian interview or survey

B2b **Percent of families participating in the education of their children**

- Selected items from the 1993 *National Household Education Survey* on parent/guardian participation in school
- Selected questions from the National Center for Education Statistic's *Schools and Staffing Survey* on parent/guardian participation
- School volunteer and visitation records
- Parent/guardian attendance rates at school events and meetings
- Parent/guardian interview/survey regarding homework and student competencies
- Teacher interview/survey regarding contact with family by phone, correspondence, or meetings

B2c **Percent of families providing environments supportive of their children's education and learning**

- Selected items from the 1993 *National Household Education Survey* on parent/guardian home supports for children's education
- Records from state or local child protection services
- School records of family participation
- Teacher records of homework reviewed by parent/guardian
- Parent/guardian or student interview/survey on home environmental supports (for example, presence of books in the home, amount of television viewing, time spent reading together)
- Teacher interview/survey

= OUTCOME

= INDICATOR

C
DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C1 Makes healthy lifestyle choices

C1a Percent of students who are aware of nutritional choices

- Teacher survey on student nutritional choices
- Student health screenings (for example, measuring weight, cholesterol levels, and percentage of body fat)
- Report of cafeteria staff regarding student nutritional choices
- Student performance in health and nutrition coursework
- Student interview/survey on dietary choices

C1b Percent of students who participate regularly in sports, recreational, and/or exercise activities

- Selected items from the U.S. Department of Education's *Youth Indicators 1993: Trends in the Well-Being of American Youth*
- Student achievement or performance records in physical education curriculum
- Teacher observations of recess activities
- Family inventory of sports equipment
- Parent/guardian or student interview/survey on membership in athletic teams, clubs, or camps

= OUTCOME

= INDICATOR

C
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Physical Health

C2 Is aware of basic safety, fitness, and health care needs

C2a Percent of students who are aware of basic safety precautions and procedures

- Student achievement or performance records in basic safety curriculum
- School accident records
- Teacher interview/survey
- Student interview/survey on basic safety knowledge and skills

C2b Percent of students who are aware of basic fitness needs

- Student achievement or performance records in basic fitness curriculum
- Teacher interview/survey
- Student interview/survey on basic fitness knowledge and skills

C2c Percent of students who are aware of basic health care needs

- Student achievement or performance records in basic health curriculum
- School health records on number and percentage of students who report illness
- Teacher interview/survey
- Student interview/survey on health care knowledge and skills

C
DOMAIN

Physical Health

C2 Is aware of basic safety, fitness, and health care needs, continued

C2d Percent of students who are aware of the dangers of use and abuse of tobacco, alcohol, drugs, poisons, and medicines

- Selected items from the 1993 *National Household Education Survey* on the availability of drug and alcohol education in schools
- School or district statistics
- Student achievement or performance records in drug and alcohol curriculum
- School incident reports of poisoning or rule infractions
- Parent/guardian or student interview/survey on drug or alcohol use and abuse
- Teacher interview/survey on drug or alcohol use and abuse
- Peer reports

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

C
DOMAIN

Physical Health

C3 **Is physically fit**

C3a **Percent of students who meet individualized standards of physical fitness**

- Selected items from the U.S. Department of Education's *Youth Indicators 1993: Trends in the Well-Being of American Youth*
- School or district performance records in the President's Physical Fitness program
- School or district health screening records
- Parent/guardian or student interview/survey on health care visits

18

= OUTCOME

= INDICATOR

D
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D1 **Demonstrates age-appropriate independence**

D1a **Percent of students who act responsibly in a family, group, or individual situation**

- Teacher observations in free time situations (for example, recess, lunch, before and after school)
- Records of parent/guardian-teacher conferences
- Parent/guardian survey or interview on student's public behavior
- Parent/guardian or student interview/survey on time management skills
- Teacher interview/survey

D1b **Percent of students who initiate and follow through on activities**

- Student records regarding on-time assignments and finished assignments
- Parent/guardian interview or survey
- Teacher interview/survey
- Student interview/survey on household chore responsibilities

= OUTCOME

= INDICATOR

D
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D2 **Gets about in the environment**

D2a **Percent of students who can get to and from a variety of destinations**

- School or district records on cases of lost students
- Parent/guardian and teacher interview/survey
- Student interview/survey on knowledge of directions to local community services (for example, police station, fire department, post office)

D2b **Percent of students who have an emerging awareness of the larger community**

- Student achievement or performance records in social studies or civics curriculum
- Content analysis of student creative writing or performance projects
- Parent/guardian or student interview/survey on family outings and activities
- Student interview/survey on knowledge of local community services or businesses (for example, police station, fire department, shopping center)
- Teacher interview/survey

= OUTCOME

= INDICATOR

D
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D3 Is responsible for self

D3a Percent of students who can attend to their own hygiene needs

- Local data on use of personal assistant care services
- Teacher documentation of accidents or notes from home
- Teacher observations of personal appearance
- Parent/guardian or student interview/survey on personal care routines

D3b Percent of students who take care of their own belongings

- Audit of lost and found reports in building or district
- Teacher observations
- Parent/guardian or student interview/survey

D3c Percent of students who begin to look to others for support

- Records of parent/guardian-teacher conferences
- School counselor records
- Teacher observations of cooperative learning groups
- Parent/guardian or teacher interview/survey on student requests for assistance

= OUTCOME

= INDICATOR

E DOMAIN

Contribution and Citizenship

● = POSSIBLE SOURCES OF INFORMATION

E1 Complies with school and community rules

E1a Percent of students who are beginning to act as responsible citizens (for example, recycling, helping each other, caring about the environment, respecting property)

- Participation records of school or district-wide efforts (for example, community food drives, recycling programs)
- Records of school property damage or repair
- Custodial records of trash and recycling patterns
- Teacher observations of students during free times (for example, recess, lunch, before and after school)
- Parent/guardian or student interview/survey
- Teacher interview/survey

E1b Percent of students who have been repeatedly suspended or subjected to disciplinary actions

- Selected items from the 1993 *National Household Education Survey* on student suspension, expulsion, and school contacts regarding behavior
- Selected items from the National Center on Education Statistic's *Schools and Staffing Survey* on the level of school behavior problems
- School or district discipline reports
- Attendance records in special community programs
- Teacher records of behavioral programs and contingencies

E1c Percent of students who have an understanding of work roles and responsibilities as students and citizens

- Student achievement or performance records in social studies or civics curriculum
- Content analysis of student products
- Student interview/survey on household chores

= OUTCOME

= INDICATOR

E DOMAIN

Contribution and Citizenship

● = POSSIBLE SOURCES OF INFORMATION

E2 Volunteers

E2a **Percent of students who participate in school and classroom governance activities**

- Classroom or school election records
- Participation records in student councils
- Teacher interview/survey

E2b **Percent of students who use their interests and abilities to benefit others and contribute to the group**

- Student participation records in school or community productions (for example, theater, musical concerts)
- Student participation records in community service activities
- Student participation records in volunteer peer teaching
- Teacher observations of classrooms
- Parent/guardian and teacher interview/survey

= OUTCOME

= INDICATOR

F
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F1 Demonstrates competence in communication

F1a Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication

- Selected items from U.S. decennial census on percentage of fourth graders who are "linguistically isolated" (living in a household where no one over age 14 speaks English fluently or as their only language)
- Performance on language tests
- School or district results from statewide assessment program
- Student contracts, portfolios, or performance records
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey

= OUTCOME

= INDICATOR

F
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F2 Demonstrates competence in problem-solving strategies and critical thinking skills

F2a Percent of students who demonstrate problem-solving and critical thinking skills

- School or district results from statewide assessment program
- Student contracts, portfolios, or performance records
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on incidents of creative problem solving
- Student interview/survey
- Observations of student performance and scaling responses using rubrics from existing problem-solving and critical thinking skills materials

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F3 **Demonstrates competence in math, reading, and writing skills**

F3a **Percent of students who demonstrate competence in math to function in home, school, and community environments**

- Selected items from the National Center for Education Statistic's *National Assessment of Educational Progress*
- Comparison of performance on tasks to the U.S. Department of Education's *Youth Indicators 1993: Trends in the Well-Being of American Youth*
- Performance on mathematics tests
- School or district results from statewide assessment program
- Student contracts, portfolios, or performance records
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey

F3b **Percent of students who demonstrate competence in reading to function in home, school, and community environments**

- Selected items from the National Center for Education Statistic's *National Assessment of Educational Progress*
- Comparison of performance on tasks to the U.S. Department of Education's *Youth Indicators 1993: Trends in the Well-Being of American Youth*
- Performance on reading tests
- School or district results from statewide assessment program
- Student contracts, portfolios, or performance records
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey

F
DOMAIN

Academic and Functional Literacy

F3 Demonstrates competence in math, reading, and writing skills, continued

F3c Percent of students who demonstrate competence in writing to function in home, school, and community environments

- Selected items from the National Center for Education Statistic's *National Assessment of Educational Progress*
- Performance on tasks involving writing
- Performance on writing tests
- School or district results from statewide assessment program
- Student contracts, portfolios, or performance records
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey

= OUTCOME

= INDICATOR

F
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F4 Demonstrates competence in other academic and nonacademic areas

F4a Percent of students who demonstrate competence in other academic domains (science, language, geography, social studies) to function in home, school, and community environments

- Selected items from the National Center for Education Statistic's *National Assessment of Educational Progress*
- School or district results from statewide assessment program
- Student contracts, portfolios or performance records
- Analysis of teaching plans devoted to these domains
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey
- Comparisons of performance on tasks to rubrics in existing content materials

F4b Percent of students who demonstrate competence in cultural domains (fine and performing arts) to function in home, school, and community environments

- Student contracts, portfolios, or performance records
- Analysis of teaching plans devoted to these domains
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey
- Comparisons of performance on tasks to rubrics in existing content materials

= OUTCOME

= INDICATOR

F
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F5 **Demonstrates competence in using technology**

F5a **Percent of students who apply technology to enhance functioning in home, school, and community environments**

- Inventory of technology available to school populations in the school or district
- Teacher observations of student in academic environments
- Parent/guardian and teacher interview/survey on applied use of skills
- Student interview/survey on knowledge and use of computer software, hardware, and other technologies (for example, VCRs, fax machines)

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G1 Copes effectively with personal challenges, frustrations, and stressors

G1a Percent of students who deal appropriately with frustration and unfavorable events

- Performance on existing rating scales
- School or district behavioral incident reports
- School counselor records
- Classroom meeting agendas and minutes
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey

G1b Percent of students who express feelings and needs in socially acceptable ways

- Selected items from the *National Health Interview Survey* on children's behavioral problems (beginning in 1996)
- Performance on existing rating scales
- School or district behavioral incident reports
- School counselor records
- Classroom meeting agendas and minutes
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey

G1c Percent of students whose behavior reflects an appropriate degree of self-control

- Performance on existing rating scales
- School or district behavioral incidence reports
- School counselor records
- Classroom meeting agenda and minutes
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G2 Has a good self image

G2a Percent of students who perceive themselves as worthwhile

- Student scores on behavioral rating scales or other self-esteem measures
- School counselor records
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey
- Student interview/survey

G2b Percent of students who perceive themselves as competent

- Student scores on behavioral rating scales or other self-esteem measures
- School counselor records
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey
- Student interview/survey

G2c Percent of students who demonstrate knowledge of and acknowledge their own limitations

- Student scores on behavioral rating scales or other self-esteem measures
- School counselor records
- Teacher observations
- Parent/guardian interview or survey
- Teacher or school counselor interview/survey
- Student interview/survey

= OUTCOME

= INDICATOR

G
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G3 **Respects cultural and individual differences**

G3a **Percent of students who respect and show concern for others**

- Minutes of classroom meetings
- Teacher observations of student and peer interactions
- Parent/guardian or teacher interview/survey
- Student interview/survey

G3b **Percent of students who accept cultural, racial, ability, gender, and family differences**

- Student performance on curricular units related to diversity
- Teacher observations
- Parent/guardian or student interview/survey
- Teacher interview/survey on incidents of teasing or harassment

G3c **Percent of students who participate in making the community welcoming and inclusive of diversity**

- Records showing student participation in school, church, or community activities that encourage diversity
- Parent/guardian or student interview/survey
- Teacher interview/survey on student participation in relevant programs and activities

= OUTCOME

= INDICATOR

G
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G4 **Gets along with other people**

G4a **Percent of students who have friends their own age and are part of a social network**

- Student performance on sociometric measures
- Teacher observations of student interactions
- Parent/guardian or student interview/survey
- Teacher interview/survey

G4b **Percent of students who can work cooperatively**

- Teacher interview/survey
- Cooperative learning groups self-assessment
- Comparison of performance on collaboration tasks to rubrics in existing materials

● = OUTCOME

▲ = INDICATOR

H
DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H1 **Student satisfaction with school experience**

H1a **Percent of students who enjoy learning and are satisfied with their school accomplishments**

- Analysis of student portfolio entries
- Parent/guardian or teacher interview/survey
- Student interview/survey on after-school free choice activities
- Student focus groups

H1b **Percent of students who indicate they receive what they need to be successful**

- Analysis of student portfolio entries
- Parent/guardian or teacher interview/survey
- Student interview/survey
- Student focus groups

= OUTCOME

= INDICATOR

H
DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H2 **Parent/guardian satisfaction with education that student is receiving**

H2a **Percent of parents/guardians who are satisfied with their students' level of accomplishment in academic and social areas**

- School or district statistics
- Agendas or minutes of parent/guardian group meetings
- School or district parent/guardian complaint records
- Parent/guardian interview or survey
- Selected items like those in the *Phi Delta Kappan* poll
- Parent focus groups

H2b **Percent of parents/guardians who are satisfied with what is being provided in school (curriculum, extracurricular, teaching, and supports)**

- Selected items from the 1993 *National Household Education Survey* on parent/guardian satisfaction with teachers, principals, and school social environment
- School or district statistics
- Agendas or minutes of parent/guardian group meetings
- School or district parent/guardian complaint records
- Parent/guardian interview or survey
- Selected items like those in the *Phi Delta Kappan* poll
- Parent focus groups

= OUTCOME

= INDICATOR

H
DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H3 **Community satisfaction with education that student is receiving**

H3a **Percent of community (teachers, policymakers, employers, general public) satisfied with students' accomplishments**

- School or district statistics
- Analysis of public media reports and opinions
- Interview/survey of community members who volunteer or provide service to schools
- Selected items like those in the *Phi Delta Kappan* poll
- Community focus groups

H3b **Percent of community (teachers, policymakers, employers, general public) satisfied with what is being provided in school (curriculum, extracurricular, teaching, and supports)**

- School or district statistics
- Analysis of public media reports and opinions
- Interview/survey of community members who volunteer or provide service to schools
- Selected items like those in the *Phi Delta Kappan* poll
- Community focus groups

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